



DATAQUALITY CAMPAIGN

Using Data To Improve Student Achievement

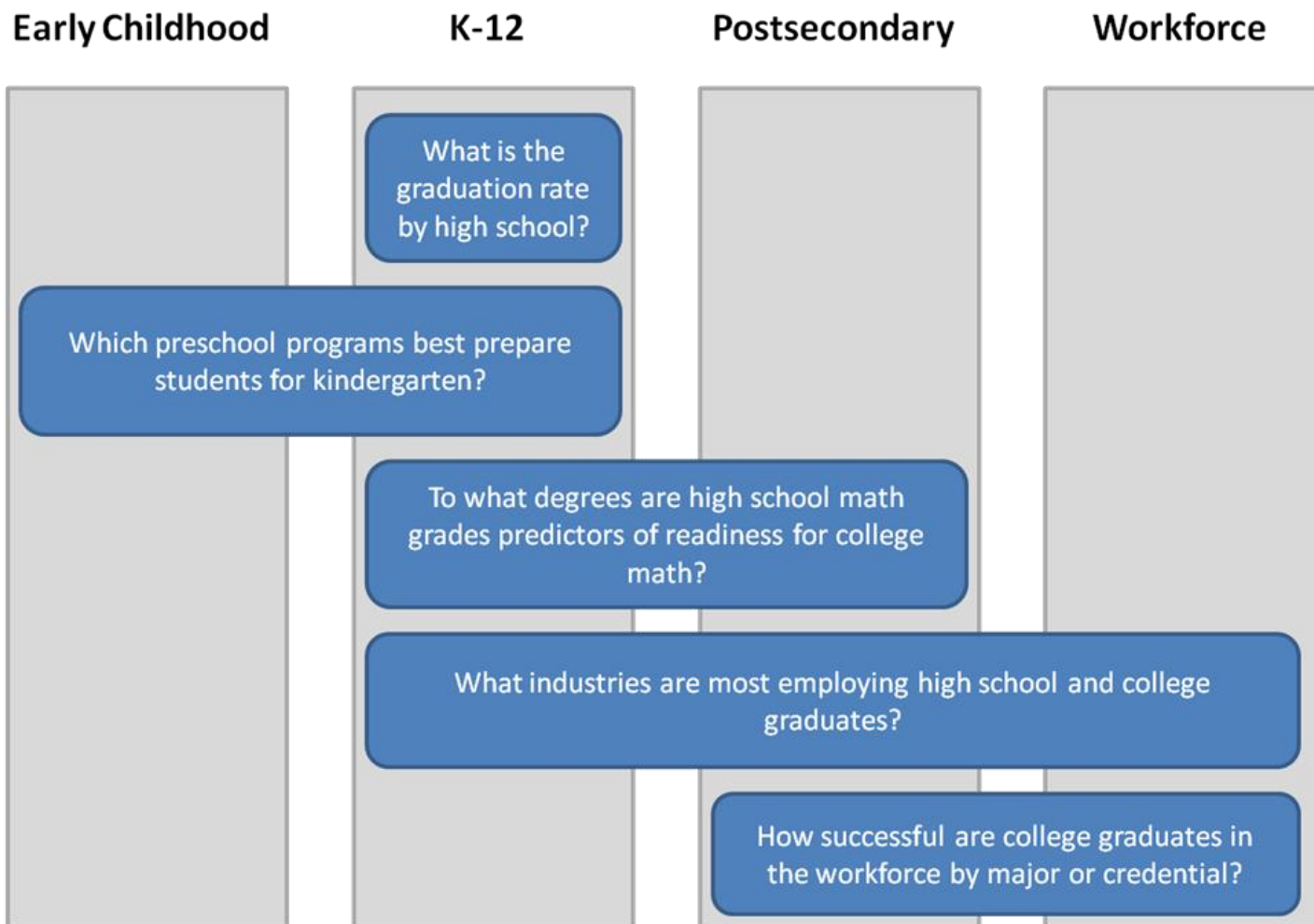
P20 Data Systems
December 1, 2009

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What is a P20 Data System?

P20 or P20/w data systems bring together data from multiple sources to develop the capacity to answer policy questions that reach across multiple sectors.

What is a P20 Data System?



P20 Questions

- 1. To what degree does participation in early childhood programs increase kindergarten readiness?**
- 2. What percentage of high school graduates go on to college and take remedial courses?**
- 3. How much do our high school and college graduates earn in the workforce over time? What about the dropouts?**
- 4. Which teacher preparation programs produce the graduates whose students have the strongest academic growth?**

Perkins Data Reporting Issues

- 1. Do the numbers reported match the state's *official* counts in high schools or postsecondary?**
- 2. Are your data needs being represented on state P20 committees or work groups?**
- 3. Does K-12 and postsecondary have the information needed to identify your special populations and other data?**
- 4. Do you need a separate reporting system or should it be incorporated into or generated out of existing data systems?**
- 5. To what degree do your data definitions match those used in K-12, postsecondary, labor etc.?**

Pipeline Document

MEASURING THE EDUCATION PIPELINE: COMMON DATA ELEMENTS INDICATING READINESS, TRANSITION AND SUCCESS *High School to College and Work*



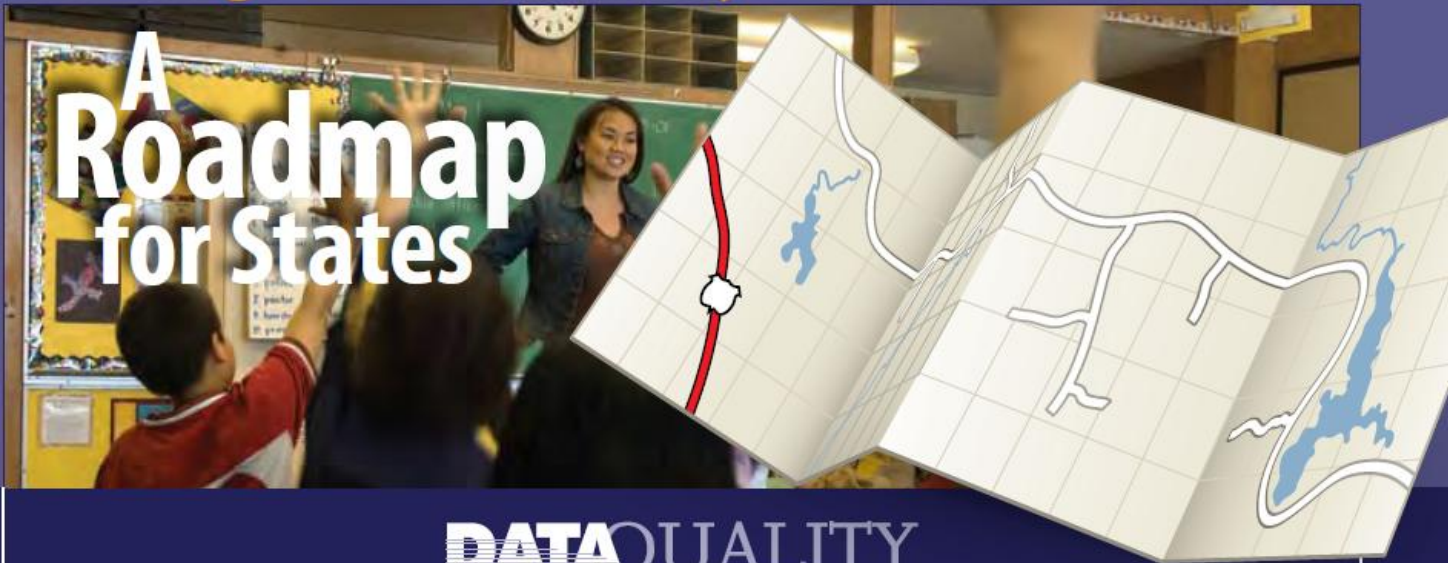
The American Recovery and Reinvestment Act (ARRA) clearly states the importance of developing longitudinal data systems and linking them across the early childhood, K-12, postsecondary and workforce systems to provide the information needed to improve education to workforce outcomes. Policymakers must have data to support decisions that will ensure that students enter the education system prepared to learn and leave high school prepared for college and work. Students will journey across many education sectors as they transition from middle to high school and from high school to postsecondary and workforce.

The Data Quality Campaign (DQC) has identified a common set of data that capture students' progress through the education pipeline at three key transition points: **high school readiness**, **high school success/postsecondary readiness**, and **postsecondary and workforce success**. For each of these transition points, key questions to be addressed by policymakers and related data elements have been identified along with conversations you need to have to make sure that a complete data system is in place to answer these questions. These questions are by no means comprehensive and are meant to be a starting point for conversation. States should work with key stakeholders to identify additional questions that would address their specific needs.

High School Readiness		
Questions you should ask:	Student-level data you need:	Conversations you need to have:
<ol style="list-style-type: none"> Are students academically prepared for high school level coursework? To what degree does participation in early childhood programs increase high school readiness? What achievement levels in grades 3-7 indicate that a student is "on track" for later success? Are students achieving at least a year's academic growth every year? How does academic preparation for high school vary among groups of 8th grade students, e.g., by poverty, geography, mobility, ethnic/minority group or second languages? What 8th grade achievement levels indicate that a student is well prepared to succeed in challenging courses in high school? What types of students are being lost in the transition between middle and high school? Which elementary and middle schools produce the strongest academic growth among initially poorly prepared and initially well-prepared students? Which classrooms are consistently making academic progress toward preparing students for high school? 	<p>P-12 Data</p> <p>Student-level enrollment data to track mobility and attrition.</p> <p>Student-level demographic and program participation data collected separately from test data that indicate, for example, poverty status, second language learner status, ethnicity, etc.</p> <p>Student-level participation in early childhood programs including preschool, kindergarten-2nd grade, child care and other early childhood programs.</p> <p>State test data at the student level that indicate academic preparation of students entering high school (benchmark and/or end-of-course exams).</p> <p>Information on untested students that captures students who lack 8th grade (or earlier) test scores and the reasons why.</p> <p>Student-level course completion information that indicates students taking rigorous courses, e.g., algebra in 8th grade or earlier.</p> <p>Data that connect individual teachers and students to classrooms and subjects.</p>	<p>A statewide student identifier is necessary to allow data to follow students as they move from grade to grade, transfer across schools and districts, and transition from elementary to middle school and then into high school.</p> <p>A statewide course classification system is needed to allow students to transfer across schools and districts with consistent information about their academic preparation.</p> <p>An early warning indicator system captures college and career readiness information and indicators of dropouts to allow for interventions.</p> <p>A state's testing system needs to assess whether students are learning to high standards so that they will be ready for rigorous high school courses. Tests should be administered in a systematic way so that the results can provide meaningful information for individual students. Local and state assessment results should be part of an early warning system to identify students who may need targeted assistance.</p> <p>End-of-course exams are needed to verify that students learn the content of specific courses (e.g., Algebra 1).</p> <p>A state data audit process is needed to identify data that are likely to be in error, randomly spot check other information and conduct site visits to audit the accuracy of the data.</p>

Roadmap

Leveraging Federal Funding for Longitudinal Data Systems



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Roadmap

Leveraging Federal Funding
for Longitudinal Data Systems

- SLDS
- Race to the Top
- Workforce Data Quality Initiative
- Carl D. Perkins



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Roadmap

Leveraging Federal Funding for Longitudinal Data Systems

http://www.dataqualitycampaign.org/resources/arra_programs

for States

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